

Fax - 803-734-0872

**New Program Review Form
Private Institutions of Higher Education**

Institution Converse College

Proposed Program Master of Arts in Teaching: Art Education

Review Team Dr. Linda Neely *Linda Neely* Chair
Dr. Mary Lou Hightower *Mary Lou Hightower*
Dr. Karen Heid *Karen A. Heid*

Review Date March 3, 2010

| Components | Met | Met With Conditions | Not Met |
|---|-----|---------------------|---------|
| I. Cover Sheet | X | | |
| A. Name of proposing institution B. Title of the proposed program C. Date of submission D. Signature of CEO of institution E. Contact person - Title/Email/Phone/Fax | | | |
| II. Program Overview | X | | |
| A. Classification <ol style="list-style-type: none"> name of proposed program academic unit involved designation, type and level of degree proposed date of implementation classification of Instructional Programs (CIP) code identification of program as <i>new</i> or <i>modification</i> delivery mode | | | |
| B. Justification for the program <ol style="list-style-type: none"> program purpose and long range goals need for the program centrality of the program to the institutional mission conceptual framework summary relationship of the program to other programs within the institution and to other SC institutions of higher education similarities or differences between proposed program and those with like objectives offered at other institutions including discussion of like programs within the state, region, and nation (Public IHFs only) | X | | |

| Components | Met | Met With Conditions | Not Met |
|---|-----|---------------------|---------|
| C. Enrollment 1. admissions criteria specific to the program 2. table for projected total enrollment for first five years 3. discussion of process by which estimates were made 4. table for estimated new enrollment by headcount & credit hours | X | | |
| D. Curriculum 1. sample curriculum for undergraduate programs and for graduate programs that will use a required core of courses 2. brief explanation of assessments of student learning outcomes (Public IHE's only) 3. a list, with catalog descriptions, for all new courses that will be added | X | | |
| E. Faculty 1. table detailing the rank and academic qualifications of each staff member involved in the program (identified only by rank and not by name) 2. enumeration and discussion of necessary qualifications of new faculty 3. proposed changes in assignments of existing faculty 4. institutional plan for faculty development as it relates to proposed program 5. institutional definition of full-time equivalents (FTE) 6. table of headcount and FTE for administrators, faculty, and staff for five years for the proposed program | | | |
| F. Physical plant 1. adequacy of existing physical plant for the first five years of the proposed program 2. additional physical plant requirements, including modifications | X | | |
| G. Equipment – major equipment items needed for first five years | X | | |
| H. Library resources | X | | |
| I. Accreditation, Approval, Licensure, or Certification 1. brief description of the accreditation or approval process 2. brief description of ways in which the proposed program will insure that certification will be achieved by graduates 3. brief description of how the proposed program addresses national SPA standards (See #4) 4. brief description of how the proposed program addresses state P-12 content standards 5. concise description of how advanced programs address the core propositions of the NBPTS | X | | |

| Components | | Met | Met With Conditions | Not Met |
|---|---|-----|---------------------|---------|
| J. | Articulation 1. entry path for students from two-year institutions into four-year institutions as possible 2. statement of how the proposed program leads to a terminal degree | X | | |
| K. | Estimated Cost 1. table for estimated new expenditures necessary annually for the first five years 2. statement as to whether or not "unique costs" or other special state appropriations will be required or requested (Public IHE's only) | X | | |
| L. | Institutional approvals (academic provost approval, etc.) | | | |
| III. South Carolina State Department of Education Requirements Description of the ways in which the new program will meet <u>all</u> state requirements as outlined in the <i>Policy Guidelines for South Carolina Educator Preparation Units</i> , including the following: A. ADEPT B. Assessment plan C. Diversity plan D. EEDA E. Field and clinical experiences, including number of hours and integration of ADEPT and/or PADEPP F. PADEPP (If applicable) G. PreK-12 academic standards H. Program admission requirements (Initial & Advanced) I. South Carolina Safe School Climate Act J. Standards of Conduct | | X | | |
| IV. NCATE and SPA Standards, and Assessments Download the NCATE Program Report for the content area and complete the following using the program standards: A. context B. list of assessments (completion of chart) C. relationship of assessments to standards (completion of chart) D. planned evidence for meeting standards E. planned use of assessment results to improve candidate and program performance F. changes or additions to the program (For program modifications only) | | X | | |

Overall Finding (Team Consensus)

☒ Approved

☐ Approved with Conditions

☐ Not approved

Comments

Institution _____

Date _____

Converse College

580 E. Main Street · Spartanburg, South Carolina · 29302-1931

Proposal for South Carolina Dept. of Education **Master of Arts in Teaching: Art Education**

Date of Submission: February 15, 2010

Signature: Elizabeth A. Fleming, Ph.D.
President, Converse College

Institutional Contact:

Dr. Thomas M. Faulkenberry
Dean of the School of Education and Graduate Studies
e-mail: tom.faulkenberry@converse.edu
Phone: (864) 596-9082 Fax: (864) 596-9221

II. Program Overview

A. Classification

- 1. Name of Proposed Program**
Master of Arts in Teaching: Art Education
- 2. Academic unit involved**
Department of Art & Design and School of Education & Graduate Studies
- 3. Designation, type, and level of degree**
Master of Arts (MAT) Graduate degree, 42 hours
- 4. Proposed date of implementation**
Summer, 2010
- 5. Classification of Instructional programs (CIP) code:**
N/A
- 6. Identification of program as new or modified**
New Program Proposal
- 7. Program qualifies for supplemental Palmetto Fellows and LIFE Scholarship awards (YES or NO)**
No
- 8. Delivery Mode**
Traditional

B. Justification for the program

1. Program purpose and long range goals

A substantial number of students graduating with a BA or BFA degree in art want to become certified in art education. At Converse College, the Department of Art and Design received requests from 40% of our own art undergraduates to gain certification to teach art. Upon receiving accreditation from NASAD in the fall of 2008, the Director of the Art Education Program in the Converse College Department of Art and Design along with the Department Chair and the Dean of the Graduate Education Department determined that an additional degree was needed. The proposed Master of Arts in Teaching in Art Education was presented to and approved by the Graduate Council on March 23, 2009. By adding the MAT in Art Education, Converse College will be able to provide the best program of graduate study for qualified art graduates seeking to become art teachers.

2. Need for the program:

In 2006, the University of South Carolina Upstate conducted a survey of the preK-12 school districts with art programs in the upstate of South Carolina. Their goal was to determine from personnel directors the number of art teachers on staff and the approximate number of art teachers nearing retirement. Directors from the Spartanburg County School Districts identified 77 art teachers currently on staff. At the time of the survey, approximately 30% of these were at or near retirement.

The Converse Art Education Program's goal is to prepare art educators for the public schools. Research has shown that a lack of classroom management skills, inappropriate

teaching strategies for standards-based art instruction, and ineffective curricular planning were major reasons for the attrition in public schools. It was estimated in research by Dr. Christine Fisher, Director of "Arts in Basic Curriculum," that 40% of South Carolina's art teachers with less than 4 years of experience did not return to the classroom. The mission of the School of Education and Graduate Studies at Converse College is to improve the preparation of the future educators in all aspects of classroom management and instruction. There is a critical need in South Carolina to provide jobs in public PreK-12th grades in the area of art, and the proposed Converse College MAT degree program in art education will help address this need.

3. Centrality of the program to the institutional mission

The primary mission of Converse College, founded in 1889, is the liberal education of undergraduate women in a residential setting. Converse reaffirms the founder's original conviction that a small undergraduate residential college of the liberal arts is a uniquely powerful environment for developing the talents of women. As a community of scholars, where students and faculty pursue excellence and collaborate in the search for truth, Converse develops in students' scholarly excellence, personal honor, confidence, and skills to be life-long learners. The college draws much of its character from its Christian heritage and welcomes students of all faiths. Converse expands its mission by offering graduate degrees and other programs for men and women. Ultimately, graduates embody the qualities of a Converse education as they assume roles of leadership, service, and citizenship.

The Mission of Teacher Education Graduate Programs at Converse is to provide educators and prospective educators with well-designed graduate curricula aligned with the College's mission and with standards established by the National Council for the Accreditation of Teacher Education (NCATE). The Converse Teacher Education Unit has a mission "to identify, prepare, evaluate, and recommend highly-qualified educators who are well grounded in liberal learning, pedagogy, and clinical experiences so that they can contribute to the education mission of K-12 public schools in their communities." Individual graduate programs have a more specific set of goals and objectives outlined. **The MAT in Art Education will provide the candidate opportunities to complete the clinical and student teaching requirements in a public school art class. Prior to this many candidates were completing the MAT in Elementary Education and taking additional courses to "add-on" certification to teach art. This was creating a less than optimum situation for an art teacher without clinical and student teaching experience in an art classroom. Our MEd in Art Education is designed to provide advanced study for the certified art teacher at the graduate level. Consequently, a central purpose of these programs is to provide the graduate in art education the skills and dispositions for successful teaching in public schools.**

The graduates of the new MAT program will help prepare art teachers for positions in South Carolina and other states. A high percentage of our Art Education undergraduates have been employed as art teachers, and we anticipate continued success in placing our MAT in Art Education graduates in art teaching positions.

4. Conceptual framework summary (Public Institutions Only)

N/A

5. Describe the relationship between the new program and ongoing programs with special attention to the effects on existing academic, financial, or physical resources: Note whether the proposed program will replace any existing program(s).

Since Converse College already has an approved undergraduate Art Education program, the existing staff will be used. The new Master of Arts in Teaching in Art Education will hire and utilize existing art faculty and adjuncts as needed to help with the teaching of courses in the graduate program. In addition, a part-time faculty member with the terminal degree will be added to teach graduate art education programs and to serve as director of graduate programs in art education. (See personnel section) Additional funds will be requested as needed.

The existing art studios and classroom facilities are sufficient to accommodate existing art programs as well as the new MAT program in Art Education. There may be some need for additional financial assistance towards the purchase of art supplies and equipment as the program grows. This program does not replace any existing program at Converse.

Relationship of the program to other programs within the institution and to other South Carolina institutions of higher education

The MAT in Art Education will fit well with the undergraduate degree program in art education as well as with other initial certification programs offered by Converse College at the graduate level. In addition, there is an obvious, supportive relationship expected between the new MAT in Art Education program and the existing Master of Education in Art Education program which has been offered by Converse for several years. Each program should enhance the other, and neither is expected to detract from the other even though facilities, faculty, and materials may be shared. As stated previously in II.B.3., the missions of the College, the School of Education and Graduate Studies, the Department of Art, and the proposed MAT degree program in Art Education are aligned and are supportive without contradiction or conflict. The proposed MAT in Art Education will maintain a relationship to other teacher preparation programs within the College through guidelines for admission to graduate study, through requirements for admission to Teacher Education, and through other college policies governing graduate programs. Also, placement for clinical experiences and student teaching will be made through the School of Education and Graduate Studies the same as for other initial teacher certification programs and in collaboration.

Similarities or differences between the proposed program and those with like objectives offered at other institutions, including discussion of like programs within the state, region, and nation (Public Institutions Only)

N/A

C. Enrollment

1. Admissions criteria specific to the program

Initial Admission

The student applying for admission to the MAT degree program in Art Education must have completed an undergraduate degree in that content area from an accredited institution with a cumulative GPA of at least 2.75 on a 4.0 scale. A completed application, two academic source letters of reference, official transcripts of all college course work, and an approved content area worksheet are required to complete the application packet. As with all graduate programs, applicants to the MAT degree program in Art Education will also be required to submit a writing sample, interview with major academic faculty, and offer a studio portfolio of varied media in digital form for review. Since the program is designed to confer initial teacher certification, it is not open to those already certified to teach in South Carolina or any other state. A non-refundable fee of \$40 must accompany the student's initial application for admission to graduate study at Converse College.

Converse College recognizes the need for prior preparation of students seeking initial certification to teach art in grades preK-12. The proposed MAT degree program in Art Education is designed to provide students, who have content preparation in studio arts, with the knowledge, skills, and dispositions that will prepare them to become effective teachers. Specifically, in addition to the Converse College application requirements for admission to other graduate programs of study, the MAT degree program in Art Education requires the following:

- an interview with the Director of Graduate Art Education programs,
- an artist's statement, and
- a portfolio of the applicant's artwork representing a variety of media to be reviewed by the Head of the Department of Art & Design and the Director of Graduate Art Education Programs

(See Appendix I for the Portfolio Assessment Rating Scale.)

The MAT degree program in Art Education course of study is structured in Benchmarks as are other initial teacher certification programs offered at Converse College. (See Appendix V, for the Required Content Area Benchmarks) These Benchmarks represent a progression from a foundations course in education to the more specific art education requirements including two clinical placements that are co-requisites with the ART 500 Art for the Elementary School and ART 516 Art for the Secondary School. These clinical placements are important to understand and experience the relationship of art and classroom teaching. The program of study consists of 42 credit hours that include the 9 hours of directed student teaching designed to satisfy the state's requirement for licensure as a professional teacher. Upon successful completion of the program, candidates will have satisfied all requirements for South Carolina teacher certification (including Praxis II) as well as all requirements of the Masters in Arts Teaching degree in Art Education.

After completing Benchmark I courses and requirements for admission to Teacher Education, candidates may begin taking Benchmark II courses. Upon completion of ART 500 and ART 516 and the co-requisite clinical requirements, the students will complete ART 501 School Art: Curriculum & Methods and ART 502 Contemporary Problems in Art Education. Both of these professional education courses will include new media, new technologies, and visual culture. Candidate assessment and philosophies of art education will be incorporated throughout the course requirements. And, upon completion of Benchmark II courses and clinical experiences, candidates will be ready for Benchmark II including the student teaching practicum which should be the final requirement for program completion. Near the end of Benchmark II, candidates are encouraged to complete the Praxis II requirement for program completion and certification.

2. Table for projected enrollment for the first five years

Per Semester Combined Totals:

| Year | Fall | January | Spring | Summer | TOTAL |
|---------|------|---------|--------|--------|-------|
| 2009-10 | -- | -- | -- | 4 | 4 |
| 2010-11 | 6 | 4 | 7 | 4 | 21 |
| 2011-12 | 7 | 5 | 7 | 5 | 24 |
| 2012-13 | 8 | 5 | 8 | 6 | 27 |
| 2013-14 | 9 | 6 | 9 | 6 | 30 |
| 2014-15 | 10 | 7 | 10 | 7 | 34 |

3. Discussion of the process by which estimates were made

At the present time we have approximately 8 students interested in the MAT in Art Education Degree. Upon acceptance of the program, those numbers are expected to double. (This is based on inquiries from undergraduate students to the Art Education Program Director.)

4. Table for estimate of new enrollment by headcount and credit hours

| Year | Fall | | January | | Spring | | Sum | | TOTAL |
|---------|------------|----------|------------|----------|------------|----------|------------|----------|-------|
| | Head Count | Cr. Hrs. | Head Count | Cr. Hrs. | Head Count | Cr. Hrs. | Head Count | Cr. Hrs. | |
| 2009-10 | -- | -- | -- | -- | -- | -- | 4 | 24 | 24 |
| 2010-11 | 6 | 36 | 4 | 24 | 7 | 42 | 4 | 24 | 126 |
| 2011-12 | 7 | 42 | 5 | 30 | 7 | 42 | 5 | 30 | 144 |
| 2012-13 | 8 | 48 | 5 | 30 | 8 | 48 | 6 | 36 | 162 |
| 2013-14 | 9 | 54 | 6 | 36 | 9 | 54 | 6 | 36 | 180 |
| 2014-15 | 10 | 60 | 7 | 42 | 10 | 60 | 7 | 42 | 204 |

D. Curriculum

1. Sample curriculum for undergraduate programs and for graduate programs that will use a required core course of studies

Curricular Table

Degree Title: Master of Arts in Teaching in Art Education
Degree Submitted for: Program Approval

Number of Years to Complete the Degree: 3

| Required Studies in Art Education, Studio Art, and Art History | Other Studies in Professional Education and Psychology | Total Number of Credits | Current Semester's Enrollment in Majors | Names of Program Supervisors |
|--|--|-------------------------|---|------------------------------|
| 27 credits | 15 credits | 42 total credits | | Director of Art Education |

Required Studies in Art Education (15 credits):

| | | |
|----------|--|-----------|
| ART 500 | Art for the Elementary School | 3 credits |
| ART 500L | Art for the Elementary School Clinical | 1 credit |
| ART 501 | School Art: Curriculum and Methods | 3 credits |
| ART 502 | Contemporary Problems in Art Education | 3 credits |
| ART 516 | Art for the Secondary School | 3 credits |
| ART 516L | Art for the Secondary School Clinical | 2 credits |
| ART 588 | Multicultural Art Education | 3 credits |

NOTE: The addition of ART 588 increases the course options to satisfy this requirement of 15 credit hours and does not increase the required number of credits for Studies in Art Education or the total number of credits required for the MAF in Art Education.

Studio Art (minimum of 9 hours):

| | | |
|---------|---|-----------|
| ART 510 | The Creative Process for Educators | 3 credits |
| ART 512 | Book Arts for Educators | 3 credits |
| ART 513 | Graduate Drawing | 3 credits |
| ART 520 | Graduate Printmaking (Non-toxic) | 3 credits |
| ART 530 | Graduate Ceramics | 3 credits |
| ART 540 | Graduate Photography | 3 credits |
| ART 571 | Graduate Painting | 3 credits |
| ART 572 | Graduate Sculpting | 3 credits |
| ART 586 | Travel-Study Program | 3 credits |
| ART 599 | Special Topics in Studio Art | 3 credits |
| | <i>Exhibition of Studio Artwork is required</i> | 0 credits |

Art History (minimum of 3 hours):

| | | |
|---------|-----------------------------|-----------|
| ART 505 | Nineteenth Century Art | 3 credits |
| ART 506 | Early Twentieth Century Art | 3 credits |
| ART 514 | Women In Art | 3 credits |

Total Content of Studio Art, Art History, and Art Education Courses27 credits

Other Studies in Professional Education and Psychology (15 hours):

| | | |
|----------|--|-----------|
| EDU 512h | Directed Student Teaching: Art Education | 9 credits |
| | <i>Capstone Experience for Teacher Education Program</i> | |
| EDU 560 | Intro to Education | 3 credits |
| PSY 580 | Human Growth & Development | 3 credits |

Total Other Required Professional Education Courses15 credits

TOTAL CREDITS FOR A MASTER OF ARTS IN TEACHING..... 42 credits

Of the courses listed, only EDU 560, PSY 580, and ART HISTORY: 505, 506, and 514 would ever be double listed, or offered simultaneously, to undergraduate and graduate students.

2. Brief explanation of the assessments of student learning outcomes (Public Institutions Only)

N/A

3. A list, with catalog descriptions, for all new courses that will be added

At this time there are no plans or need to add new courses for the program. The following courses were added when the College began offering the MEd in Art Education: ART 500 Art for the Elementary School, ART 501 School Art Curriculum & Methods, ART 502 Contemporary Problems in Art Education, and ART 516 Art for the Secondary School.

In March 2009 the Converse College Graduate Council approved the MAT in Art Education and the clinical portion of the program. These clinical (Lab) courses are ART 500L and ART 516L and the capstone course, EDU 512h Directed Student Teaching in Art Education.

Following are the catalogue descriptions for the clinicals:

**ART 500L ART FOR THE ELEMENTARY SCHOOL: (LAB) CLINICAL I.
ONE CREDIT**

Major credit. Pre-requisite: EDU 560 & Co-requisite: ART 500

The purpose of this course is to provide prospective art teachers an opportunity to work with students in an elementary art classroom. The emphasis is placed on observation and participation in the art classroom. Additionally, there will be readings, written assignments, several seminars with the instructor, and video taping of lessons. The course integrates theory and practice acquired in the co-requisite course, ART 500. The course includes observation, participation and limited directed teaching experience in public schools. Offered Spring Term.

Teacher candidates should sign up for the clinical placement with Converse College Department of Education at least one full semester before the term.

**ART 516L ART FOR THE SECONDARY SCHOOL (LAB) CLINICAL II
TWO CREDITS**

Major credit. Prerequisites: ART 300, ART 300L, and EDU 360. Co-requisite: ART 516

The purpose of this course is to provide prospective art teachers an opportunity to work with students in a secondary art classroom. The emphasis is placed on observation and participation in the art classroom. Additionally, there will be some readings, written assignments, several seminars with the instructor, and videotaping of lessons. The course

includes observation, participation and limited directed teaching experience in local, public schools. Offered fall term.

Teacher candidates should sign up for the clinical placement with the Converse College Department of Education at least one full semester before the term.

EDU 512h DIRECTED STUDENT TEACHING in ART EDUCATION

Capstone experience- 9 CREDITS

Student teaching, which integrates theory and practice, is the capstone experience for each teacher education program. The 60-day course includes observations, participation, and directed teaching experience in a public school. In addition, there are required meetings, such as seminars, orientation sessions, workshops, and conferences with the college supervisor, the cooperating teacher, and the program director. Teacher candidates demonstrate the integration of technology into instruction and incorporate the use of technology in the creation of a SAFE T Dossier and Unit Work Sample; write reflections daily within lesson plans and the SAFE T Dossier; and demonstrate effective oral communication and varied and innovative teaching techniques in the classroom, including contextual teaching and cooperative learning. Cooperating teachers, college supervisors, and program directors use scoring guides to assess teacher candidate performance. *Offered Fall and Spring Terms. Special Fee Required*

NOTE: Work Sample and Unit Sample mean the same thing and are used together as "Unit Work Sample" or interchangeably.

Students must apply for student teaching by March 1 for Fall Term placement or by October 1 for Spring Term placement in the following year. *Pass/fail grading.*

E. Faculty

1. Table detailing the rank and academic qualifications of each faculty member involved in the program identified only by rank and not by name

Converse College Department of Art and Design – Graduate Faculty

| Name | Degrees | Teaching Responsibilities |
|---|---|---|
| Assistant Professor and Director of Graduate Art Education Programs | BA in Studio Art, Limestone College MA in Art Education, USC M+30 in Art Education endorsed by the SCDE EdD in C and L, USC Principal Certification, Converse Curriculum Leadership Institute for the Arts, Lander University Advanced Placement Art Institute, Winthrop University | Graduate courses in Art Education ART 500: Gr. Art for the Elementary School ART 500L: Art for the Elem. School Clinical ART 501: Gr. School Art Curr. & Meth. ART 502: Contemporary Problems in Art Educ. ART 516: Art for the Secondary School ART 516L: Art for the Sec. School Clinical ART 558: Multicultural Art Education |

| | | |
|------------------------------------|--|--|
| Assistant Professor of Studio Art | MFA: Printmaking, Univ. of Mississippi BA: Printmaking, Univ. of Southern Mississippi | ART 520: Graduate Printmaking ART 540: Graduate Photography |
| Professor of Studio Art | MFA: Sculpture, Univ. of North Carolina, Chapel Hill BA: Art, Univ. of Kentucky | ART 511: Gr. Art for the Child ART 572: Gr. Sculpture |
| Associate Professor of Art History | PhD: Univ. of Illinois, Urbana-Champ. MA: Virginia Commonwealth Un. BA: Virginia Commonwealth Univ. | ART 505: Gr. 19 th Century Art ART 506: Gr. Early 20 th Century Art ART 514: Gr. Women and Art |
| Professor of Studio Art | MA/MFA: Painting and Drawing, Univ. of New Mexico BFA: Painting and Drawing, University of Tennessee, Knoxville | ART 510: Gr. Creative Process For Educators ART 512: Book Arts for Educators ART 513: Gr. Drawing |
| Associate Professor of Studio Art | MFA: Sculpture, Univ. of South Carolina. BFA: Ceramics, Univ. of South Carolina | ART 530: Graduate Ceramics |
| Adjunct Professor: | MA Univ. of South Florida BFA East Tennessee State Univ. | ART 571: Graduate Painting ART 513: Graduate Drawing |
| Adjunct Professor: | MFA Univ. of Miami Grad. Post Baccalaureate, Ceramics: Florida Atlantic Univ. Grad. Post Baccalaureate, Ceramics: Alfred Univ. NY BFA Ceramics: Univ. of Florida | ART 530: Graduate Ceramics |
| Adjunct Professor | MFA Sculpture, Painting, Clemson Univ. BA: Art Education, Claflin College | ART 572: Gr. Sculpture |
| Assoc. Professor of Education | BA: Elem. Ed., Converse College M.Ed: Special Ed., Converse Coll. Ed.S: Elem. Ed., Converse College Ph.D: Curriculum & Instruction, Clemson, University | EDU 512h: Directed Student Teaching PSY 580: Human Growth & Development |
| Assist. Professor of Education | M.Ed: Inter-related Special Ed., Augusta State Univ. Ed.S: Early Childhood Ed., Augusta State Univ. Ed.S: Educational Leadership & Supervision, Augusta State Univ. Ph.D: Educational Leadership, Univ. of South Carolina, Columbia, SC | EDU 560: Introduction to Education |

Director of Art Education(Undergraduate)

Rank (check one): Assistant Professor

Nature of Assignment: Full-time

Level of Teaching (list all that apply):

Non-Degree-Granting-Elementary Secondary
Baccalaureate
Masters

Administrative Position (if applicable): Director of Art Education(Undergraduate)

Education and Training

B.S. in Art Education with a minor in Painting, East Carolina University, 1970

M.Ed. in Gifted/Talented Education with a minor in Art Education, Converse College, 2000.

*+30 hours above master (level of Teaching Certification for SC); course work from Univ. of SC and Winthrop Univ. in Art Ed.

Teaching Assignment

Lecture or studio courses taught by the Director of Art Education regularly over a three-year period, including non-credit courses.

| Course Number and Title | Hours Credit Per Term | Clock Hours of Teaching / Week |
|--|-----------------------|--------------------------------|
| UNDERGRADUATE: | | |
| ART 300: Art for the Elementary School | 3 | 2.5 |
| ART 300L: Clinical for Art for the Elementary School | 1 | 1 |
| ART 311: Art for the Child | 3 | 2.5 |
| ART 314: School Art Curriculum and Methods | 3 | 2.5 |
| ART 316: Art for the Secondary School | 3 | 2.5 |
| ART 316L: Clinical for Art for the Secondary School | 2 | 1 |
| ART 360: Special Topics in Art Education – Multicultural Art | 3 | 2.5 |
| ART 412h: Student Teaching in Art | 12 | |
| GRADUATE: | | |
| ART 500: Art for the Elementary School | 3 | 2.5* |
| ART 501: School Art: Curriculum and Methods | 3 | 2.5* |
| ART 516: Art for the Secondary School | 3 | 2.5* |
| ART 588: Multicultural Art Education | 3 | 2.5* |

Major professional activities, experiences, exhibitions, publications, and honors:

Memberships in Professional Organizations:

National Art Education Association

South Carolina Art Education Association

National Education Association

Awards:

October 2003 - South Carolina Art Education Association's *Higher Education Art Educator of the Year*

Exhibits and Awards for artwork:

Mooresville Artist Guild

Spartanburg Artists Guild
South Carolina Watercolor Society
Oconee County Artist Guild
Greenville Artists Guild

Professional Positions:

President of the Spartanburg Artist Guild
Editor of the Newsletter for the Artist Guild of Oconee County
Western Region Coordinator for the South Carolina Art Education Association

Projects underway:

- A biannual art exhibit for high school girls artworks in grades 9-12.
- Research in retention of art teachers in public school with less than five years teaching experience.
- To analyze graduate studio art courses for current needs of the art teacher in public school.

Qualifications:

Experienced art educator in grades preK-12
Served on board of the South Carolina Art Education Association
Western Region Coordinator of the SCAEA
Planned exhibits, teachers meetings, and workshops
Frameworks for the arts in South Carolina-SCAEA committee
DBAE committee-Richland County School District 2
Curriculum writer-Spartanburg School District 7
ADEPT evaluation team 1998-2000 for Spartanburg School District 7
Cooperating teacher for Student Teach-Converse College
APT trained 1990
Held workshops for the Early Childhood Conference for Converse College

Statement of Professional Interests:

- Presented Printmaking workshop for SCAEA in fall, 2006 and 2007.
- Continue professional writing for art education papers to be submitted at future National Conference.
- Continue to exhibit in numerous shows in the Carolinas and participate in professional painting workshops.

Biographical Information for Director of the (Undergraduate) Art Education Program

The current Director of Undergraduate Art Education is an Assistant Professor. She came to Converse College in 2001 and has been a full time member of the faculty of the Department of Art and Design for the past six years and Director of the Art Education Program since 2002. She earned a B.S. in Art Education from East Carolina University, and a M.Ed. in Gifted and Talented with a concentration in Art Education from Converse College. In addition, she has been certified with an additional 30 hours above her

Master's Degree with course work from University of South Carolina and Winthrop University.

The Director has held numerous offices and worked on committees for the South Carolina Art Education Association. She is an active member of the National Art Education Association and strongly encourages involvement of her students on the state and national level. A practicing artist and a member of the Spartanburg Artist Guild and the South Carolina Watercolor Society, she retired from teaching in public schools with 28 years of experience in preK–twelfth grades. While working in public education, she was a writer of curriculum for teaching art. She also helped write standards for teaching art in South Carolina. She was on the Discipline Based Art Education committee and was on the Assisting Developing and Evaluating Professional Teaching team for Spartanburg School District Seven, and brings with her a wealth of knowledge about teaching art in the public school setting from having taught in six different school districts in South Carolina and one in North Carolina.

Over the past 8 years, she has been able to re-write the art education program for the undergraduate level along with writing each course that is currently being taught. In addition she has been instrumental in writing and developing the M.Ed. program for Converse, and all the graduate level courses. Our Master of Education in Art Education has graduated art teachers for the past three summers. Without the Masters program at Converse College, art teachers in the upper part of SC would have difficulty getting their graduate degree.

While at Converse College she has advised students and supervised student teaching. Her undergraduate students have been very successful in getting art teaching jobs and many are returning to Converse College to get their M.Ed. in art education. She has written the program for the Master in Arts of Teaching that was presented to the Graduate Council in March 2009. This has been presented for plan approval by NASAD along with documentation. She was honored by the South Carolina Art Education Association in 2003 as the Outstanding Higher Education Art Educator.

2. Enumeration and discussion of necessary qualifications of new faculty

Converse College has added one part-time faculty to teach graduate art education courses and to be the Director of Graduate Art Education programs. This person has a terminal degree, extensive background as an art educator, and strong leadership experiences in the area of art education.

Director of Graduate Art Education

Rank (*check one*): Assistant Professor

Nature of Assignment: Part-time

Level of Teaching (*list all that apply*):

Non-Degree-Granting-Elementary-Secondary

Baccalaureate

Masters

Administrative Position (if applicable): Director of Graduate Art Education

Education and Training

Bachelor of Arts, Cum Laude, in Studio Art, Limestone College, 1981

Master of Arts in Art Education, University of South Carolina, 1986

Masters + 30 endorsement by the SCDE, 1991

Doctor of Education in Curriculum and Instruction, University of South Carolina, 2000

Dissertation Topic: *Discipline-based Art Education in South Carolina and Its Impact on Southern Rural Female Middle-School Students*

Teaching Assignment

Lecture or studio courses taught by the Director of Graduate Art Education

| Course Number and Title | Hours Credit Per Term | Clock Hours of Teaching / Week |
|---|-----------------------|--------------------------------|
| GRADUATE: | | |
| ART 500: Art for the Elementary School | 3 | 2.5* |
| ART 501: School Art: Curriculum and Methods | 3 | 2.5* |
| ART 516: Art for the Secondary School | 3 | 2.5* |
| ART 588: Multicultural Art Education | 3 | 2.5* |

Major professional activities, experiences, exhibitions, publications, and honors:

Memberships in Professional Organizations:

National Art Education Association

South Carolina Art Education Association

National Education Association

Association for Supervision and Curriculum Development SCASCD

Spartanburg Artists' Guild

South Carolina Alliance for Arts Education

Awards/Publications:

Limestone College Outstanding Alumni Award, 2009

South Carolina Art Educator of the Year by the SC Art Education Association, 2003

Dorman High School Teacher of the Year, 2002

Union County School District Teacher of the Year, 1999

Union High School Teacher of the Year, 1998

SC Secondary Art Teacher of the Year by the SC Art Education Association, 1995

The History of the SC Art Education Association, published 2004 by SCAEA

Understanding and Sustaining Change in Art Education, Emphasis Magazine, by the SCAEA, September 2002

The History of Arts Education in South Carolina: A Brief Retrospective, Commissioned by the SC Alliance for Arts Education to co-author with A. Ray Doughty, May 2002

Related Education, Administrative & Professional Positions:

2008-2010 Director of Adult Ed. and Special Projects, Union County School District

2006-2008 Principal, Excelsior Middle School, Union County School District
2005-2007 Adjunct Instructor, Converse College, *Art for the Child*
2004-2006 Asst. Principal, Excelsior Middle School
2003 Facilitator for SC Curriculum Leadership in the Arts, Lander University
1999-2004 Art teacher, Dorman High School, Spartanburg School District Six
1987-1999 Art teacher, Union High School, Union County School District
1990-1999 Adjunct Professor in Art history and Studio Art, University of South Carolina-Union
1983-1987 Art teacher, Spartanburg County School District Four

Qualifications:

Experienced art educator in grades preK-12
Served on board of the South Carolina Art Education Association
Planned exhibits, teachers meetings, and workshops
Curriculum writer
ADEPT
Cooperating teacher for Student Teach-Converse College

Biographical Information for Director of the (Undergraduate) Art Education Program

The current Director of Art Education is an Assistant Professor. She came to Converse College in 2001 and has been a full time member of the faculty of the Department of Art and Design for the past six years and Director of the Art Education Program since 2002. She earned a B.S. in Art Education from East Carolina University, and a M.Ed. in Gifted and Talented with a concentration in Art Education from Converse College. In addition, she has been certified with an additional 30 hours above her Master's Degree with course work from University of South Carolina and Winthrop University.

The Director has held numerous offices and worked on committees for the South Carolina Art Education Association. She is an active member of the National Art Education Association and strongly encourages involvement of her students on the state and national level. A practicing artist and a member of the Spartanburg Artist Guild and the South Carolina Watercolor Society, she retired from teaching in public schools with 28 years of experience in preK–twelfth grades. While working in public education, she was a writer of curriculum for teaching art. She also helped write standards for teaching art in South Carolina. She was on the Discipline Based Art Education committee and was on the Assisting Developing and Evaluating Professional Teaching team for Spartanburg School District Seven, and brings with her a wealth of knowledge about teaching art in the public school setting from having taught in six different school districts in South Carolina and one in North Carolina.

Over the past 8 years, she has been able to re-write the art education program for the undergraduate level along with writing each course that is currently being taught. In addition she has been instrumental in writing and developing the M.Ed. program for

Converse, and all the graduate level courses. Our Master of Education in Art Education has graduated art teachers for the past three summers. Without the Masters program at Converse College, art teachers in the upper part of SC would have difficulty getting their graduate degree.

While at Converse College she has advised students and supervised student teaching. Her undergraduate students have been very successful in getting art teaching jobs and many are returning to Converse College to get their M.Ed. in art education. She has written the program for the Master in Arts of Teaching that was presented to the Graduate Council in March 2009. This has been presented for plan approval by NASAD along with documentation. She was honored by the South Carolina Art Education Association in 2003 as the Outstanding Higher Education Art Educator.

Appointments of all teaching faculty are made on the nomination of the President and with approval of the Academic Affairs Committee, subject to confirmation by the Board of Trustees. Notice of appointment is by letter from the President.

For appointment to Graduate Faculty, professors must meet the following criteria:

1. Hold the terminal degree, normally the doctorate, in the discipline ■ hold a senior rank (Senior rank is defined as either associate professor, full professor, or other specific criteria stipulated by the College.);
2. Be recognized as an effective teacher; and
3. Have a record of professional and/or scholarly achievement appropriate for Graduate Faculty status. (The College has a system for verifying instructor qualifications. The system has been approved by SACS and the SCDE and confirms qualifications for graduate faculty by generating at least 12 points from the areas of 1) level of education; 2) academic professional awards; 3) letters of reference; 4) leadership; 5) documented excellence in teaching, administration, and or curriculum development; scholarship; and 6) special qualifications and achievements scholarship. Each area may generate a maximum of 3 points.

Graduate Faculty will be appointed by the following process:

1. Nomination by the department chair;
2. Approval by the appropriate dean; and
3. Endorsement by the Graduate Council.

Describe and evaluate the institution's policy regarding teaching load credit for the directions of graduate dissertations, projects, etc.

The Converse College School of Graduate Studies does not require dissertations or projects for program or degree completion. Projects are assigned within specific courses, and it is the responsibility of respective course instructors to evaluate candidate completion of assigned projects. Student teaching is the capstone for the MAT: Art Education.

3. Proposed changes in assignments of existing faculty

Other than the proposed addition of one part-time art faculty member who will also serve as program director for graduate art education programs, the MAT in Art Education will be covered with current full-time faculty and selected adjunct instructors. This new curriculum will be covered equally as well as other programs currently offered by Converse College. Adjunct Faculty are carefully selected based on preparation to instruct a specific course or content, and qualifications are verified using a format developed and approved by the College and SACS.

4. Institutional plan for faculty development as it relates to proposed program.

There is no need for faculty development for existing faculty at this time.

5. Institutional definition of full-time equivalents (FTE)

Eight courses are required for full-time equivalence.

6. Table of headcount and FTE for administrators, faculty, and staff for the first five years of the proposed program.

| | |
|-------------------------------------|----------|
| Dean of the MAT Program | FTE: 1.0 |
| Associate Director of the Program | FTE: 1.0 |
| Chair, Department of Art and Design | FTE: 1.0 |
| Director, Art Education Program | FTE: 1.0 |
| Studio Art Professors (4) | FTE: 4.0 |
| Art History Professors | FTE: 1.0 |
| Education Professors (2) | FTE: 2.0 |
| Psychology Professors | FTE: 1.0 |

F. Physical Plant

1. Adequacy of existing physical plant for the first five years

Built in 1971, the Milliken Fine Arts Building is a facility of dedicated studio space for the different art programs offered at Converse College. All disciplines can now be accommodated within the building. Equipment has been upgraded and increased to provide adequate instruction, and new computer technology has been introduced in the CAD lab. A new digital image MAC Computer Lab was added in spring 2007 to provide current methods of instruction in the areas of photography and printmaking. The physical layout of the Milliken Art Building is convenient, safe, and handicapped accessible for all faculty and students.

With classes devoted to the study of Interior Design, Studio Art, Art Education, Art Therapy, and Art History, Converse students come to the Milliken Fine Arts Building to learn and experience the visual arts. In 2001, a 14,000 square foot expansion of the building increased the total square footage to 29,800 and made room for Interior Design classrooms, 2 computer labs, a larger darkroom, a seminar room, faculty studio lofts,

BFA studios, ceramic kiln and sculpture yards, an additional student art gallery, the Lanier Art Library, and a historic preservation studio.

There is ample space and equipment for the administrative functions of the program in the suite of art offices located adjacent to the resource library in the building. Office supplies and faculty mailboxes are kept in the Art Reception Office (Room 210A), which connects to both the Department Chair's office and the Department Secretary's office, and is accessible by all Departmental faculty and staff. The central copier is located within the library (Room 210) and faculty and staff may access it electronically from their office computers. Two computer stations, which include a printer and scanner, are available for student and adjunct use and are also located in room 210.

Basement – The basement contains the photography darkroom, a digital photo lab with eight MAC G5s computer stations, and a seminar audio/visual classroom. There are also three semi-private BFA studios, each shared by two senior studio art BFA majors, one adjunct office, a large storage room, and the primary maintenance room for the building. Main access to the basement is through either of two stairwells leading down from the first floor or by elevator.

First Floor - (Ground Level) Classrooms contained on the first floor of the building are the 2-D design studio, the wood and metal shop, the special topics sculpture studio, the main sculpture studio and the adjoining outdoor sculpture work yard, the historical preservation studio, and departmental archive storage. Also located on the first floor is the entire ceramics suite including areas for clay mixing and storage, glaze mixing, two classroom studios, and an outdoor protected and locked kiln area. There are faculty offices for both ceramics and sculpture and for the Director of the Milliken Art Gallery. The older part of the building is separated from the new addition by fire doors. A student art gallery is located in room 101 adjacent to the Milliken Art Gallery and faces the breezeway for easy viewing of the art. The Milliken Art Gallery is located just across the breezeway adjacent to the Milliken Fine Arts Building on this level. Access to the first floor is gained through exterior doors on either end of the corridor, as well as by interior stairs and elevator.

Second Floor - The older part of the second floor houses a large Art History lecture room, a slide room, the Interior Design sample and storage room, the Art Education classroom, two printmaking studios, printmaking storage, and an adjunct faculty office. In the new addition is a classroom for Art Therapy, computer lab/classrooms for beginning and advanced Interior Design, beginning and advanced drawing studios, and a twelve-station CAD lab. There are six faculty loft offices offering visual access into the six classrooms in the new addition. There is also the Lanier Art Library, which serves as an art/design resource and adjoins the art office and reception area, and offices for the Department Chair and the Department Secretary. Again, the old and new parts of this floor are separated by fire doors. Access to this floor is gained through exterior doors on either end of the corridor, as well as by interior stairs and elevator.

Third Floor – The third floor contains only the painting studio and access to the roof. This studio is accessible by one dedicated stairwell from ground level as well as another stairwell, and by elevator.

Milliken Art Gallery - Featuring glass walls on two sides, Milliken Art Gallery provides an exhibit space with visual access to exhibitions around the clock. During much of the year the gallery is filled by the work of a wide variety of professional artists. In addition to exhibiting, visiting artists present workshops and lectures that are used as a teaching tool in our program and are also open to the public. In April and May the gallery displays exhibits by Converse students. The gallery contains exhibition space and a galley kitchen area.

Additional physical plant requirements, including modifications
Physical plant is adequate for our needs.

Maintenance of physical plant and equipment

Operational and building and grounds maintenance for the Milliken Fine Arts Building is provided by the Sodexo Company which staffs and maintains the Converse College Facilities Department. The Milliken Fine Arts facility has a housekeeper solely responsible for the cleaning of the building and for reporting minor problems like burned-out light bulbs, plumbing problems, etc. Additional problems are addressed by having the Department Secretary file a “Work Order Request” online. These requests are then scheduled into the Facilities task calendar.

Budgeting.

Appropriate funds for the maintenance and cleaning of the facility are budgeted and allocated by the Facilities Department. Within the Department of Art and Design, a budget of \$400 is allocated yearly for the purchase of non-capital equipment, and \$500 for repairs and maintenance. In 2010 Converse College secured a \$250,000 grant from the J. M. Smith Foundation to support School of the Arts Technology. The gift will be received over four years, beginning January-February 2010.

The Department is dedicated to remaining current in the area of technology. Four computer labs are updated on a rotating basis and software is updated on an annual basis. The administration is supportive of technology requests and reviews requests on an annual basis and as-needed basis.

Annually the Department assesses the needs and condition of all equipment. If repair or replacement is needed, a request is submitted to the Chair for final approval and possible inclusion in the budget requests for the coming academic year. This allows for careful planning of expenditures and purchases.

Health and Safety

It is a priority at the College and the Department that stringent health and safety guidelines are not only in effect, but communicated to all faculty and students therein. The campus operates within the specifications of the *General Emergency/Disaster Plan*

to mobilize in the event of, but not necessarily limited to, hurricanes, tornadoes, fire, medical epidemics, or bomb threats. This policy requires the appointment of Emergency Officers in each campus building, three of which are responsible for the Milliken Fine Arts building. Members of the Emergency Management Team, a College committee, review this plan at least annually.

Within the Milliken Fine Arts Building, additional health and safety guidelines are maintained. The facility adheres to fire department regulations regarding the mounting and monitoring of fire extinguishers, keeping hallway fire doors closed, posting escape routes in every room of the building, and maintaining unobstructed classrooms and hallways. Emergency lighting is immediately operational in the event of a power failure. Appropriate containers for flammable and toxic materials as required by fire department regulations are located in studios utilizing materials.

All studios in the new addition of the Milliken Fine Arts building have a constant fresh-air ventilation system. Some ventilation systems have been provided in studio classrooms pre-existent to the 1998 building update.

First Aid kits are mounted in the hallways in the basement, and the first and second floors. Small kits are kept in each studio as well. MSDS sheets are posted in all areas in which hazardous materials are present. Emergency eyewashes are located in the printmaking, painting, photography, sculpture, 2-D, and 3-D classrooms. Art and Design faculty are rigorous in teaching and enforcing safety processes during class, often including safety guidelines in syllabi. Warning signs are posted on or near all equipment to guide students in the safe operation and storage of instructional supplies. In addition, the tools in 3-D classes are available for student use only after thorough instruction by and supervision of a professor.

In compliance with ADA rules, the entire Milliken Fine Arts building is fully accessible to the handicapped.

Permanent Collection

Over the years the Department has collected artwork from students, faculty, and patrons to build one of the finest permanent collections in the Upstate. The most prestigious gift is the J. Frank Toms Permanent Collection, which contains fifty-two works by some of the most famous twentieth-century artists including Roy Lichtenstein, Joan Miro, Helmut Newton, Alberto Giacometti, Salvador Dali, Rufino Tamayo, Raphael Soyer, Victor Vasarely, Jim Dine, and Andy Warhol.

An additional collection of prints was donated by Smith College Faculty Emeritus Elliot Offner and contains works by Daumier, Goya, Rembrandt, and Baskin. The Department also received from Offner a copy of the *Interaction of Color* by Joseph Albers that includes hand printed serigraphs. A second group of prints was received from Elliot Offner in 2007. Additional works by retired and current faculty are displayed throughout the Milliken Art Building and around campus.

The College also has on loan 14 pieces of work from the Greco-Roman section of the Metropolitan Museum in New York City. These works are on exhibit in the art building and across campus. Along with a replicate of Winged Victory, are 6 pieces from the Parthenon Frieze including two Greek statues, one of an Apollo and a Greek Triton. The pieces are on a long-term, 99-year loan.

Replacement of equipment

The Department considers needs for new equipment or repairs to existing equipment on an ongoing basis. Low cost equipment is purchased throughout the academic year as needed. Requests for high cost new equipment are submitted to the Department Chair for inclusion as a budget addendum for the following year. High-cost equipment that is vital to the program often will need to be replaced mid-year, and is addressed on an as needed basis by the Department Chair, who then works with the Dean of the College of Arts and Sciences to meet these needs.

Updating equipment in areas where goals and objectives require current technology

Technology is reviewed on an annual basis and updates are requested in the upcoming projected budget. The Department is dedicated to remaining current in the area of technology. Four computer labs are updated on a rotating basis and software is updated on an annual basis. The administration is supportive of technology requests and reviews requests on an annual basis and as-needed basis. Annually the Department assesses the needs and condition of all equipment. If repair or replacement is needed, a request is submitted to the Chair for final approval and possible inclusion in the budget requests for the coming academic year. This allows for careful planning of expenditures and purchases.

Security relevant to the new graduate degree

Routine security is provided by the Converse College Campus Safety Department. The building is opened by security at 6:30 a.m. throughout the week and remains open for student access until 10:00 p.m. A Department policy was established stating that students already working in the building at 10:00 p.m. could remain inside until midnight. During exams week these hours are often extended.

Art and Design faculty are provided with a private, secure, and lockable office area. Private research areas are not maintained for faculty use; however, faculty have unlimited access to classroom studio space and equipment for their research and work. It is necessary for much of the available Art and Design equipment to be located in the studio areas, which are kept open for student use as much as possible. Equipment such as locking metal cabinets, storage containers, and file units are provided for the safe storage and protection of materials and supplies, while still providing for student use of equipment necessary for out-of-class work.

G. Equipment – major equipment items needed for first five years

No major equipment is needed for the first five years.

H. Library Resources

The Mickel Library is housed in a 40,000-square-foot facility designed to accommodate more than 200 students, faculty, and other users at any given time. The institution, through ownership or formal arrangements or agreements, provides and supports students and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research and public service programs. In particular, the library provides sufficient resources to support the Department of Art and Design curricula. The library policies for all aspects of its maintenance and operations are described in the following text.

The art collection is primarily found on the third floor of Mickel Library, with additional books, videos and periodicals located in the Lanier Art Library in the Milliken Art Building. It is under the supervision of the following three librarians: Library Director, Wade Woodward; Mark Collier, Coordinator of Reference and Collections; and Shannon M. Wardlow, Interlibrary Loan, Serials Librarian.

Art-Related Books

The word “books” refers also to videos in either VHS or DVD format.

- 700’s – Arts
 - 700-779 – Visual Arts: **4,901 books**, comprising:
 - 700’s – General/Miscellaneous: 1,557 books
 - 710’s – Civic and Landscape Art: 85 books
 - 720’s – Architecture: 552 books
 - 730’s – Plastic Arts; Sculpture: 347 books
 - 740’s – Drawing and Decorative Arts: 546 books
 - 750’s – Painting and Paintings: 1,325 books
 - 760’s – Graphic Arts; Printmaking and Prints: 214 books
 - 770’s – Photography and Photographs: 275 books
 - Reference Area: Of the 4,901 books in the “Visual Arts,” 313 are in the Reference Area.
 - Videos/DVDs’: of the 4,901 “books,” **75** are visual resources.
- 927 – Older Biographies of artists: **242 books** (Call number no longer used)
- Curriculum Resource Center: **267 books**
 - Textbooks: 148 books
 - Methods: 54 books
 - Curriculum Material Guides: 7 books
 - Juvenile Non-Fiction: 29 books
 - “Regular” CRC: 29 books (“Teaching Arts”)
- Electronic Reference Books Related to Art: **10 books**

- The library subscribes to the *Oxford Reference Online Premium* service, and 12 of the resources it includes cover art (two of these resources are duplicated in hard copy in the library's Reference Area).
- Uncataloged materials: **41 “books”** (39 books and 2 DVDs)

Total Number of Books Focused On Art and Art Education: 5,461

Art-Related Periodicals

The library currently subscribes to a “link resolver” (CASE) that doesn't provide a subject listing of our electronic journals, so we can't provide precise numbers in this category. We can, however, state with certainty that:

- *Art Full Text*, in addition to indexing 400+ journals in art, includes the complete text of **202 journals**.
- In print/microform format, we subscribe to **33 journals** (some of which are duplicated in one or more of our full-text periodical databases, such as *Art Full Text* above).
- We subscribe to several education-related periodical indexes/databases (e.g., *ProQuest Education Journals*, *Educator's Reference Complete*) that include hundreds of full-text education journals, a number of which focus on art education.
- Some of our multi-disciplinary periodical indexes/databases include art-related and art-education-related journals, even if most of these journals would be duplicated in other more specialized periodical indexes/databases (again, we have no quick way of determining an exact count here).

Note: As with books, this tally does not include the many general and/or interdisciplinary journals that cover art.

Art-Related Periodical Indexes/Databases

Wilson Art Full Text – indexes over **400** arts-related periodicals from 1984 to the present. From 1997 to the present, it includes the complete text of articles from around 200 of these periodicals.

- *Academic Search Premier* - indexes over 8,000 periodicals in all academic disciplines and includes the full text of nearly 4,700 of these (approximately 3,600 are peer-reviewed journals). Includes a substantial number of art-related and education-related titles.
- *Academic OneFile* (an individual database within the Gale/Cengage/InfoTrac suite of databases) – like *Academic Search Premier* (above), indexes, and often provides complete articles from, periodicals in all academic disciplines, including a significant number of art-related and education-related titles.
- The library subscribes to several education indexes/databases that index, and sometimes provide complete articles from, periodicals related to art education (e.g., *ERIC*, *ProQuest Education Journals*, *Educator's Reference Complete*).
- The library subscribes to several indexes/databases that focus on psychology and other social sciences, and these include a substantial number of references to articles that would be useful on teaching-related topics (e.g., *PsycInfo*, *PsycArticles*, and *Psychology and Behavioral Sciences Collection*).

Art Databases

- *ARTstor* – this database includes hundreds of thousands of images of art works (as well as basic information about these works) and functions pedagogically by allowing art and art history instructors to display these images in a classroom setting.

Information on Library Resources and Expenditures

- Books – For the 2008-2009 fiscal year the library spent around \$5,400 on books and video resources for the Art and Design Department. While the “official” annual allocations for these types of resources have remained steady at just under \$2000 for books and \$250 for videos, the library has been able to expend more on art books by using undesignated gift funds. Since the budgeted amounts of these gift funds are dependent upon financial forces, there is always the possibility that they could decrease or increase. Periodicals –Most of the 20k+ periodicals that the library carries do not exist here as individual subscriptions, but rather as titles within one or more of the databases that the library subscribes to, it’s impossible to indicate an exact dollar amount of library expenditures in this area. (This problem is compounded by the fact that some of the libraries very best databases are either “free,” i.e., provided by the state, or paid for indirectly via memberships in library consortia). The Mickel Library carries:
 - 37 art-related journals in print
 - Wilson’s *Art Full Text* database, which in addition to functioning as an index to periodicals in art, also provides the complete text (and generally images, too) of over 200 art journals. We paid \$4,668 for this database for the 2008-09 fiscal year.
 - Multidisciplinary databases such as Ebsco’s *Academic Search Premier* and Gale/Cengage’s *Academic OneFile* that, like *Art Full Text* above, both index art journals and provide the complete text (and sometimes images) of a significant number of art journals.
 - Practically every art-related periodical in the world, if we take our Interlibrary Loan program into account. (This is not an exaggeration.) The Interlibrary Loan system gives us access to the periodical holdings of thousands of academic and larger public libraries across the country. Members of the Converse community can request an article from an art journal we don’t carry, and we can almost always get them a copy of this article from a library that *does* subscribe it.
- Images – the access fees for ArtSTOR, a database comprising hundreds of thousands of images of art works, were \$3100 for the 2008-09 fiscal year.
- Videos – over the past few years the library has allocated \$250/year for video resources for the Art Department. As with books, the Library generally has additional funds available for those departments that have requested them. The Art Department has spent more than its allocation in certain years and less than its allocation in others.

- Electronic Access – as noted above, most of our art-related periodicals, our periodical indexes/databases (e.g., *Art Full Text*, *Academic Search Premier*), and our image libraries now exist in electronic form. We also now subscribe to some art-related electronic reference books. Twelve of the titles contained within the excellent *Oxford Reference Online Premium* resource, an electronic collection of 100+ reference titles published by Oxford University Press, focus on art. The annual subscription cost for this resource is now \$1,445.

I. Accreditation, Approval, Licensure, or Certification (Public Institutions Only)

N/A

1. Brief description of the accreditation or approval process and when accreditation can be expected
2. Brief description of the ways in which the proposed program will insure that certification will be achieved by graduates
3. Brief description of how the proposed program will address national SPA standards (See #4)
4. Brief description of how the proposed program will address state PK-12 content standards
5. Concise description of how advanced programs will address the core propositions of the NBPTS

J. Articulation

N/A

1. Entry path for students from two-year institutions into four-year institutions, as appropriate
2. Statement if the proposed program leads to a terminal degree

K. Estimated costs (Public Institutions Only)

N/A

1. Table for estimated new expenditures necessary annually for the first five years
2. Statement as to whether or not “unique cost” or other special state Appropriations will be required or requested (Public Institutions Only)
3. Specify sources of funding

L. Institutional Approvals

Converse College Graduate Council voted and approved the MAT in Art Education in March 2009.

III. South Carolina Department of Education Requirements

Description of the ways in which the new program will meet all state requirements as outlined in the Policy Guidelines for South Carolina Educator Preparation Units. Including the following:

A. ADEPT

The ADEPT System Performance Dimensions (PDs) contain a Dimension Description, which describes the broad range of interrelated knowledge and skills covered by the dimension, a set of documentation questions for assisting evaluators in recording evidence and a Competent Performance Description which describes the level of job performance competent professional teachers should demonstrate on a typical basis.

As with other initial certification level programs at Converse an integrated set of assessments are used to monitor graduate candidates' performance through Benchmarks. Benchmark I is the pre-admission to teacher education level and includes assessments administered through EDU 560 and the Ideal Educator Rating Scale (IERS). Additional assessments at this level are Praxis I, two additional IERS scores collected as a part of Clinical I, completion of the Application to Teacher Education, a minimum GPA of 2.50, and an ADEPT portfolio score. Benchmark II is the Admission to Teacher Education level and requires the Clinical II assessments of IERS, and ADEPT portfolio score, individual program assessments, completion of coursework required for student teaching and a minimum GPA of 2.50. Benchmark III is the Clinical Practice level and requires attendance at student teaching seminars, the ADEPT student portfolio, the ADEPT student teaching evaluation score, an IERS from the cooperating teacher and the college supervisor, and the teacher Unit Work Sample. Additional requirements are taking the Praxis II, completion of the 60 full days of student teaching, and a cumulative GPA of at least 2.50.

Included in each Benchmark are requirements for ADEPT portfolio awareness, training, portfolio development, and assessment of scores which address professional, state and institutional standards. ADEPT scores are reviewed annually to help determine the extent to which this key assessment is an accurate predictor of candidate success.

As changes are made by the state regarding the required format for evaluating teacher performance, teacher candidates in the MAT in Art Education will use technology in the creation of a SAFE-T Dossier and Unit Work Sample; write reflections daily within lesson plans and the SAFE-T Dossier; and demonstrate effective oral communication and varied and innovative teaching techniques in the classroom, including contextual teaching and cooperative learning.

B. Assessment Plan

The Art Education Program at Converse College uses the School of Education method of collection in the form of an e-portfolio on “Live Text” – the electronic evaluation system. In the e-portfolio a measurement of the student’s process is documented.

The Assessment process sets goals for student learning outcomes, methods for assessing through clinical observations and planning. This assessment process is covered with complete written documentation of the classroom teaching and observations. Based on assessment of the e-portfolios and written documentation from the classroom experiences, the Art Education Program continues to evaluate current successful programs across the country, as well as the trends and changes in textbooks and journals.

C. Diversity Plan

In Art Education and the School of Education and Graduate Studies at Converse College, we recognize that Americans come from diverse racial and ethnic groups. The terms multiculturalism, inclusion, and diversity are instrumental components in preparing our future teachers to meet the diverse needs of children. The culturally diverse classroom and the teaching of *all* learners is a continuing component of our graduate courses: EDU 560, ART 500, ART 516, ART 502, & ART 588. All of these listed courses are included in the listed curriculum for the MAT degree program in Art Education. Not all children come bundled with the same capacities and we address the exceptional learner as we prepare our students for their teaching career.

D. Educational Economic Development Act (EEDA)

To facilitate the implementation of this law, institutions of higher learning in South Carolina shall include in their training of teachers, guidance counselors, and administrators the following components:

Career guidance that includes: The elements of the Career Guidance Model, the use of Individual Graduation Plans for students with Clusters of study that addresses differing Learning styles, and contextual teaching. The focus of co-operative learning in the classroom as well as character education is also a vital component of this act.

The following report from Converse College has been prepared to address these specific components and to detail how the components are addressed and assessed in the programs currently housed at our institution.

1. Career Guidance Model:

- **Standard 1a:** Teacher candidates enrolled in each program offered by the Converse College School of Education will identify and explain the importance of the SC career guidance model for use with kindergarten through twelfth grade students.

| Program | Course | Assessment |
|----------------|-----------------------------|---------------------------------------|
| Art Education | ART 500, ART 501, & ART 516 | ADEPT PDS 1 & 2; teacher Unit Work |

| | | |
|--|--|--------|
| | | Sample |
|--|--|--------|

- **Standard 1b: Clusters of Study**

Candidates possess the knowledge and skills needed to implement career Explorations in programs based on the sixteen clusters of study program.

| Program | Course | Assessment |
|---------------|-----------------------------|--------------------------|
| Art Education | ART 500, ART 501, & ART 516 | Teacher Unit Work Sample |

- **Standard 1c: Individual Guidance Plans (Ms/Sec)**

Candidates possess the knowledge and skills needed to implement curriculum activities directly related to lifelong career development, and career decision-making processes using Individual Guidance Plans

| Program | Course | Assessment |
|---------------|-------------------------------------|------------|
| Art Education | Curriculum & Methods Course-ART 501 | ADEPT Form |

2. The Instruction of Students in Learning Styles:

- **Standard 2:** Teacher candidates possess the knowledge, skills and dispositions to create a variety of instructional learning approaches. Understanding the different ways children learn, interact with and process information can help teacher candidates to modify the way we teach so that the multiple learning styles of children in a classroom can be met.

| Program | Course | Assessment |
|---------------|---------------------------|-----------------------|
| Art Education | Applies to entire program | ADEPT Evaluation Form |

3. Contextual Teaching:

- **Standard 3:** Candidates possess the knowledge and skills necessary to place learning in the context of life experiences for students, calling the student's attention to everyday sights, events and conditions.
- Candidates relate everyday situations to new information, and actively engage students in learning experiences. (Awareness level (PreK-5).
- Candidates possess the knowledge and skills needed to instruct students in the application of concepts and information useful in a real-world connection. (All levels)

| Program | Course | Assessment |
|---------------|--|--------------------------|
| Art Education | ART 501 Curriculum and Methods for Art Education | Teacher Unit Work Sample |

4. Cooperative Learning

- **Standard 4:** Candidates possess the knowledge and skills needed to implement cooperative learning, partnering, or small group learning situations with children. (All levels)

| Program | Course | Assessment |
|---------------|----------------------|--|
| Art Education | ART 500L ART 516L | Clinical Observation form for practicum |

5. Character Education

- **Standard 5:** Teacher candidates will possess the skills, dispositions and knowledge to create a classroom environment that fosters ethical, responsible and caring students by modeling and teaching good character through an emphasis on universal values that we all share such as respect for self and others, responsibility, integrity and self-discipline.

| Program | Course | Assessment |
|---------------|--------------------|-----------------------------|
| Art Education | ART 500, 501 & 516 | Teacher Unit Work Sample |

E. Field and clinical experiences, including number of hours and integration of ADEPT and/or PDEPP

There are many opportunities for the prospective art teacher to engage in observation and discussion of teaching prior to formal entrance in the Art Education Program. In EDU 560 Introduction to Education, students complete observations and volunteer in schools. The supervised practicum work of 100 hours is required of all teacher candidates during their methods classes and education classes before they begin student teaching. In ART 500L students are expected to observe and teach at least three lessons to elementary school age children during a 50-hour practicum. Teacher candidates are placed in multi-sites of various ethnic and social economic settings. These experiences are part of the coursework of the class. In ART 516L students observe and teach at least three lessons to high school students during a 50-hour practicum. ART 516 requires that teacher candidates spend 10 hours in a supervised clinical experience observing and teaching lessons. The teacher candidates are placed in multi-site clinicals for diverse and various age group experiences. Throughout the three methods classes, candidates are required to create the e-portfolio using ADEPT. During the directed student teaching phase, candidates will be placed in both elementary and secondary classrooms. The placements of student teachers are made in regard to ADEPT trained and exceptional programs.

Working through the School of Education and Graduate Studies, art education candidates will be expected to create an e-portfolio that will be evaluated three times during the art education program. A database will be created to capture the admission steps, track the progress through the program, and record the required test scores and graduate surveys. Part of the database will be the teacher candidate's e-portfolio. During the student

teaching experience, the supervisor will evaluate the teacher candidate at least six times during the eighteen weeks using the ADEPT model. The cooperating teachers will also review the teacher candidate three times during each of the two site placements. This is completed electronically in "Live Text."

See Appendix II, ADEPT Formal Evaluation.

F. PADEPP

N/A

G. PreK-12 academic standards

The visual arts standards in South Carolina are aligned with the national standards for art education. Developed from the state standards, these are based on the basic fundamental components of discipline-based art education (DBAE) and the national standards. DBAE areas are creative expression, aesthetic perception, historical and cultural perception, and aesthetic valuing.

The current standards are organized on the basis of six curriculum standards. (The four DBAE components are included, and have been put in italics in the document below.) It should be noted that a number of the curriculum standards are repeated across the different grade levels. These standards should continue to be reinforced throughout these grades as the students begin to use more advanced media and tools and also a more complex use of terminology and a study of the art concepts in depth.

The National Visual Arts Content Standards are:

I. Understanding and Applying Media, Techniques, and Processes

Creative Expression. Students will develop and expand their knowledge of visual arts media, *techniques*, and processes in order to express ideas creatively in their artworks.

II. Using Knowledge of Structures and Functions

Aesthetic Perception/Creative Expression. Students will demonstrate knowledge of the *elements and principles of design* and show an *aesthetic* awareness of the visual and tactile qualities in the environment that are found in works of art.

III. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas in creating original artwork and will evaluate the use of these elements in the artworks of others.

IV. Understanding the Visual Arts in Relation to History and Cultures

Historical and Cultural Perception. Students will demonstrate knowledge of artists, *art history*, and world cultures and will understand how the visual arts reflect, record, and shape cultures.

V. Reflecting upon and Assessing the Merits of Their Work and the Work of Others

Historical and Cultural Perception/Aesthetic Valuing. Students will use thorough *analysis, interpretation, and judgment* to make informed responses to their own artworks and those of others.

VI. Making Connections between Visual Arts and Other Disciplines

Historical and Cultural Perception. Students will demonstrate a knowledge of the connections among the content of visual arts, and other disciplines, and everyday life.

See **Appendix III**, “South Carolina Visual Arts Curriculum Standards*” for charts that show “Visual Art Standards for the Individual Grade Levels” and “Visual Arts Standards Across All Grade Levels” as well as a listing of a “Visual Arts Glossary” (for better understanding of the vocabulary terms used in the description of the standards.)

*Taken from *South Carolina Visual and Performing Arts Curriculum Standards 2003*, SC Dept. of Education, Office of Curriculum and Standards.

H. Program admission requirements (Initial and Advanced)

1. Admission policies

The policies are located in the 2007-2009 Graduate Catalogue. The additional admission policies for the MAT in Art Education will be added into the on-line Graduate Catalogue upon program acceptance. And if accepted, will state that the M.A.T. program is a 42 hour program of graduate study in appropriate professional and academic areas approved by advisors. Its purpose is to prepare students to become effective art teachers. The goal is to provide them with an in-depth knowledge base in art and appropriate teaching strategies for the developmental levels of students in pre-K through 12th grades. The Southern Association of Colleges and Schools fully accredits the Converse Graduate Program. The College may accept up to nine semester hours of approved graduate study toward the degree if the courses meet the following criteria:

- a. Credit is by a recognized college or university.
- b. The work was completed within five years prior to program admission and prior to the last six hours of degree work at Converse.
- c. Earned course grades must be A or B (quality points for transfer credits do not count in cumulative grade point ratio.)
- d. Courses are applicable for the program of study in the M.A.T. art education program.
- e. Credits did not apply toward degree requirements in another program

Students must request colleges and universities to send official transcripts of work to the School of Graduate Studies.

2. Completion of Previous Degree Programs.

Students accepted into the M.A.T. in art education program must have an undergraduate degree in the content area or equivalent course work from a recognized school with a minimum GPA of 2.75 on a 4.0 scale.

3. Evaluation of Creative, Scholarly, or Professional Work

Converse College School of Graduate Studies has in place specific admission policies that provide for the evaluation of creative, scholarly and professional work. A review of the transcripts, the writing sample, and the letters of reference provide evidence of minimum academic requirements and past performance.

Added to these policies are specific requirements for acceptance into the Art Education Program which provide an opportunity for evaluation of creative work. Admission in the Graduate Art Education Program requires:

- Interview with the Program Director
- Artist Statement
- Portfolio of artwork representing multiple areas to be assessed by the Head of the Department of Art and Design and the Art Education Program Director.

A completed application form, nonrefundable application fee, two letters of reference (at least one from an academic source), transcripts of college course work, and an approved content area worksheet are required. A personal statement should be a reflection on how the candidate's personal goals as an educator tie with the Converse concept of the "Ideal" Educator. This ideal is derived from the Converse College Founder's Ideal in which Dexter Edgar Converse said his desire was that Converse students "may be enabled to see clearly, decide wisely, and to act justly."

Upon approval of the Art Education Graduate Program Director, the applications will come before the Graduate Admissions Committee. The committee will accept applicants fully or provisionally, defer applicants, or reject applicants based on its determination of likelihood success in graduate studies. Having the minimal credentials does not guarantee a student's admission.

The Graduate Admissions Committee meets every month except for July and December. The Director of the Art Education Program is a member of this committee and will present a recommendation for each candidate upon completion of the specific requirements outlined above.

I. South Carolina Safe School Climate Act

In EDU 560 Introduction to Education, candidates in the MAF in Art Education are taught and tested on the South Carolina Safe Schools Climate Act, and specific intent and components of the Act are included in all education course syllabi and posted on Live Text. Also, candidates are tested on their awareness and knowledge of the Safe Schools Climate Act during the Student Teaching Practicum. This testing is done electronically through Live Text. As a result candidates engage the Safe School Climate Act components from their initial course in the program (EDU 560) where the Act is taught and tested, through education coursework where syllabi include components of the Act, and student teaching where the candidate's understanding of the Act is electronically tested through Live Text. In Art 501 School Art Curriculum and Methods, candidates discuss the South Carolina Safe School Climate Act's standards for students in public

schools. Written assignments address how it pertains to public school and its purpose in how it might be implemented throughout a curriculum.

J. Standards of Conduct

Candidates for the MAF degree in Art Education will be introduced to the Standards of Conduct in their initial course in the program, EDU 560. In addition, candidates must sign a statement confirming their awareness and understanding of the Standards of Conduct when applying for student teaching. Candidates' awareness of the Standards of Conduct is also addressed on their Individual Educator Rating Scale (IERS) and ADEPT proficiencies throughout the program including expectations for successfully completing student teaching. **Candidates will be provided specific written information regarding the standards of conduct during EDU 560.** In all the education course syllabi, the statement about ethical behavior is included. The teacher candidate will read and sign a letter that states they will comply with the standards of conduct before admittance into the Art Education program. The letter will be placed in the teacher candidate's file.

The following is the Standards of Conduct Law:

SECTION 59-25-160. Revocation or suspension of certificate; "just cause" defined.

"Just cause" may consist of any one or more of the following:

1. Incompetence;
2. Willful neglect of duty;
3. Willful violation of the rules and regulations of the State Board of Education;
4. Unprofessional conduct;
5. Drunkenness;
6. Cruelty;
7. Crime against the law of this State or the United States;
8. Immorality;
9. Any conduct involving moral turpitude;
10. Dishonesty;
11. Evident unfitness for position for which employed; or
12. Sale or possession of narcotics.

SECTION 59-25-530. Unprofessional conduct; breach of contract

Any teacher who fails to comply with the provisions of his contract without the written consent of the school board shall be deemed guilty of unprofessional conduct. A breach of contract resulting from the execution of an employment contract with another board within the State without consent of the board first employing the teacher makes void any subsequent contract with any other school district in South Carolina for the same employment period. Upon the formal complaint of the school board, substantiated by conclusive evidence, the State

board shall suspend or revoke the teacher's certificate, for a period not to exceed one calendar year. State education agencies in other states with reciprocal certification agreements shall be notified of the revocation of the certificate.

SECTION 20-7-945. Out of compliance determination; review and negotiation of payment schedule having force of judgment; notice and revocation of license (within fourteen days of the determination of compliance and the license must be reissued).

(J) Notice required to the licensee under this section must be deposited in the United States mail with postage prepaid and addressed to the licensee at the last known address. The giving of the notice is considered complete ten days after the deposit of the notice. A certificate that the notice was sent in accordance with this part creates a presumption that the notice requirements have been met even if the notice has not been retrieved by the licensee.

(K) Nothing in this section prohibits a licensee from filing a petition for a modification of a support order or for any other applicable relief. However, no such petition stays the license revocation procedure.

(L) If a license is revoked under this section, the licensing entity is not required to refund any fees paid by a licensee in connection with obtaining or renewing a license, and any fee required to be paid to the licensing entity for reinstatement after a license revocation applies. The division will indemnify the applicable licensing entity from any consequences that may result from the revocation of the licensee's license.

Additionally, the School of Education has set up a database that records student responses to the professional responsibilities. The Converse College Art Education Program expects the teacher candidates to agree to uphold these responsibilities listed below. As a part of the application to the art education program, students will sign a statement indicating the agreement to act in accordance with the standards below. Additionally, at each submission of the teaching portfolio (initial, pre-student teaching and exit), the student will be asked to complete self-assessment regarding their continued compliance with these standards.

Professional Responsibilities:

- The teacher candidate shows sensitivity to all students and is committed to teaching all students.
- The teacher candidate recognizes and respects diversities that exist in the classroom and plans accordingly.
- The teacher candidate creates and maintains a safe physical and emotional learning environment.
- The teacher candidate shows ability to speak and write with clarity and fluency.
- The teacher candidate uses Standard English in writing and speaking.
- The teacher candidate works collaboratively with others; e.g., students, teachers, parents, administrators, and peers.

- The teacher candidate establishes positive rapport and appropriate relationships.
- The teacher candidate is able to express attitudes and feelings in a professional manner.
- The teacher candidate is willing to accept responsibility for his or her own actions.
- The teacher candidate is flexible and adaptable.
- The teacher candidate exhibits dress and grooming appropriate for the setting.
- The teacher candidate exhibits professional respect in the Converse classroom and in field experiences.
- The teacher candidate demonstrates initiative in the classroom.
- The teacher candidate is confident, poised, and courteous.
- The teacher candidate demonstrates enthusiasm.
- The teacher candidate accepts constructive criticism.
- The teacher candidate demonstrates and supports academic integrity as specified in the guidelines stipulated in the Converse College Graduate Catalog.
- The teacher candidate respects the privacy of students and confidentiality of information.

IV. NCATE and SPA or other National Specialized and/or Professional Associations Standards** (Complete the following elements in the context of and using the standards of the appropriate SPA or other national specialized and/or professional association.)

A. Context

Converse College gained professional accreditation from the National Association of Schools of Art & Design (NASAD) in November 2008. The BA and MEd in Art Education were accredited at that time. In gaining accreditation from NASAD, the SPA requirements for the National Council for accreditation in Teacher Education (NCATE) were met.

The Southern Association of Colleges and Schools (SACS) gave approval in July 2009 for the Master of Arts in Teaching in Art Education.

NCATE standards for Art Education require the approval and accreditation of Converse College by The National Association for Schools of Art and Design (NASAD), which is the accrediting agency for art education programs. Using the NASAD Handbook for 2009, the following is part of the self-study for the Converse College Department of Art and Design.

The NASAD states the purposes and operations of the institution and Art/Design unit in its standards. These standards are addressed in detail in the *NASAD Handbook 2009-2010*.

1. Each institution chooses the specific terminology it uses to state its purposes.

Ours is in the form of a Conceptual Framework for the Education Unit. Converse College's Vision, Mission, Goals, Objectives, and Action plans are the basis for our concept of *The Ideal Educator*. When Dexter Edgar Converse founded the College, his mission for graduates was "...to see clearly, decide wisely, and to act justly." The basic ideas from the concepts in seeing clearly, deciding wisely, and acting justly are our feeling that *The Ideal Educator* is one who puts his or her very person at the center of the educational process while focusing outwardly on the best interest of the educational community. Within this process, the knowledge, dispositions, and skills are integrated and applied in educational practice.

2. Statements that are based on NASAD's overall purposes for art/design and art/design our study must:

- (1) indicate that fundamental purposes are educational;
- (2) encompass and be appropriate to the level (s) of curricular offerings;
- (3) reflect and remain consistent with specific institutional and programmatic responsibilities and aspirations for art/design and art/design study.
- (4) be compatible to NASAD standards;
- (5) be published and made available in one or more texts appropriate for various constituencies, including the general public;
- (6) guide and influence decision-making analysis, and planning, including each of these as they shape and fulfill relationships among curricular offerings, operational matters, and resources;
- (7) be fundamental in determining the extent to which policies, practices, resources, and curricular and other program components have sufficient conceptual structural, and operational synergy to achieve stated expectations of art/design and art/design study.

The Master of Arts in Teaching in Art Education program was submitted for approval to the National Association of Schools of Art and Design in August 2009. The Commission voted to defer action on the application for Plan Approval until responses to their questions were provided. Responses to all NASAD questions have been submitted, and the College expects to receive a positive response and National Recognition from NASAD by April 18, 2010 for the proposed MAT degree program in Art Education.

Items for Response for the three items will be addressed to NASAD for the March 1st deadline, and are as follows:

Items for Response:

1. The proposed MAT curriculum contains 36 hours in coursework (86%) that appears to be for both undergraduate and graduate students (12 hours in Art Education Studies, 9 hours in Art History and 15 hours in Professional Education). Therefore, it is not clear how the institution meets the NASAD standard stating that "at least one-half of the credits required for graduate degrees must be in courses intended for graduate students only" (see Plan Approval, page 2-4; NASAD *Handbook 2009-2010L October 2009 Edition*, item XIII.C.)

Response:

Following receipt of the Items for Response, Converse College policy was changed and no longer allows art education or studio art courses to be double-listed.

In referring to our Submission for Plan Approval, pages 2-4, the M.A.T. curriculum requires not 12 hours in Art Education but 15; not 9 hours in Art History but 3, and 15 hours in Professional Education for a total of 71% of the required coursework. However, only the Art History (ART 505, 506, 515, and 586 Travel Study) and Professional Education (EDU 560 and PSY 580) courses are sometimes double listed, as illustrated below:

The six courses that are offered for both degrees and are sometimes double listed are:

Other studies in Professional Education- (6 hours required)

EDU 560 - Introduction to Education

PSY 580 – Human Growth & Development

Art History- (Minimum of 3hours)

ART 505- Nineteenth Century Art History

ART 506-Early Twentieth Century Art History

ART 515- Women in Art

ART 586-Travel Study Program

Nine hours of required study in double listed courses would equal **21%** of the total 42 credit hours required.

The sixteen courses that are only offered independently (Not Double Listed) are:

Art Education- (Minimum of 15 hours)

ART 500- Art for the Elementary School

ART 500L- Clinical for Art for the Elementary School

ART 501- School Art Curriculum & Methods

ART 502- Contemporary Problems in Art Education

ART 516- Art for the Secondary School

ART 516L- Clinical for the Secondary School

Professional Education-(9 hours required)

EDU 512h-Student Teaching in Art- *Capstone experience for teacher education programs*

Studio Art- (Minimum of 9 hours)

ART 510-The Creative Process for Educators

ART 512- Book Arts for Educators

ART 513- Graduate Drawing

ART 520-Graduate Printmaking (Non-Toxic)

ART 530-Graduate Ceramics

ART 540-Graduate Photography

ART 571-Graduate Painting
ART 572-Graduate Sculpture
ART 580-Special Topics in Studio Art
Exhibition of Studio Artwork Required

Thirty-three hours of required study in courses offered independently for graduate students only would equal 79% of the total 42 credit hours required.

2. It is unclear to the Commission how graduate students are determined to be ready for studio work if no portfolio is required for admission to the program (see Plan Approval, page 5; NASAD *Handbook 2009-2010: October 2009 Edition*, item XIV.A and C.)

Response:

Admissions criteria specific to the program

The student applying for admission to the MAT in Art Education must have completed an undergraduate degree in the content area from an accredited institution with a minimum GPA of 2.75 on a 4.0 scale. A completed application, two letters of reference (at least one from an academic source), writing sample, transcripts of all college course work, and an approved content area worksheet are required to complete the application packet.

Admission to the Graduate Art Education Program further requires:

- Interview with Program Director
- Artist's statement
- Portfolio of artwork representing multiple areas (and digital images).
Example: Drawing, Painting, Ceramics, Printmaking, Sculpture, and New Media.

The Director of the Art Education Program and the chair of the Department of Art & Design, will review the required studio portfolio.
(See Appendix I. "Portfolio Rating Scale".)

All requirements, including the portfolio of artwork will be clearly stated in the application packet.

Since the program is designed to confer initial teacher certification, it is not open to those already certified to teach in South Carolina or any other state. A non-refundable fee of \$40 must accompany the student's initial application for admission to graduate studies at Converse College.

3. The institution is asked to review and respond to the following concerns: The capstone experience appears to be "buried" in the curriculum and not evident to applicants; the narrative states that an exhibition is required for graduation but does not appear in the program requirements, the course ART 501, Contemporary Problems in Art Education is purportedly a capstone experience as well but does not appear to be such from the title.

Response:

(1) The capstone experience appears to be “buried” in the curriculum and not evident to applicants.

“EDU 512h –Student Teaching: Art Education- *Capstone Experience*- 9 credits”
This will be stated on the MAT in Art Education Program Requirements Worksheet, which will be available to each applicant. (See Curricular Table and see **Appendix IV**, Program Requirements Worksheet.)

The Graduate Course Catalog has been amended to clearly state that EDU 512h is the capstone experience for the MAT in Art Education.

Course Description from catalogue:

EDU 512h-STUDENT TEACHING: ART EDUCATION- *Capstone experience*.
9 CREDITS.

Student teaching, which integrates theory and practice, is the capstone experience for each teacher education program. The 60-day course includes observation, participation, and directed teaching experience in a local—normally public school. There are required meetings, such as seminars, orientation sessions, workshops, and conferences with the college supervisor, the cooperating teacher, and the program director. Teacher candidates demonstrate the integration of technology into instruction and incorporate the use of technology in the creation of a SAFE T Dossier and Unit Work Sample; write reflections daily within lesson plans and the SAFE T Dossier; and demonstrate effective oral communication and varied and innovative teaching techniques in the classroom, including contextual teaching and cooperative learning. Cooperating teachers, college supervisors, and program directors use scoring guides to assess teacher candidate performance. Students must apply for student teaching by March 1 for Fall Term placement or by October 1 for Spring Term placement in the following year. *Pass/fail grading. Offered fall and spring terms. Special Fee.*

(2) The narrative states that an exhibition is required for graduation but does not appear in the program requirements;

Specific wording has been added to the program requirements on the curricular table and the Program Requirement Worksheet as well as in the Graduate Course Catalog showing a required *Art Exhibition of Studio Artwork - 0 credit*.

(3) The course ART 501, Contemporary Problems in Art Education is purportedly a capstone experience as well but does not appear to be such from the title.

The correct Course Number is ART 502:Contemporary Problems in Art Education. It is not the capstone experience and neither is ART 501: School Art Curriculum and Methods. On page ten of our Submission for Plan Approval, mention is made of a “capstone project” to be completed in ART 502. This

regrettable choice of wording may have inadvertently led to the conclusion that ART 502 is part of the capstone experience. It is not. However, said project is incorporated by the student into EDU 512h:Directed Student Teaching, which *is* the capstone experience. All forms and course materials given to students will be adjusted as necessary to eliminate this misunderstanding.

B. List of assessments (Completion of Chart.)

For clarification, the coursework for Art Education requires 15 hours, not nine. This must have been misunderstood. Additionally, EDU 512h is the Student Teaching portion and is nine hours credit.

See TABLE 1 and TABLE 2 in Section C below.

C. Relationship of Assessments to standards (Completion of Chart.)

The terms "Unit Sample" and "Work Sample" reference the same requirement and should be referred to in this document as "Unit Work Sample." And, the SAFE-T rubric submitted initially in this document (See ADEPT Forms from "Live Text", Appendix II.) is used for the Unit Work Sample (e-portfolio) assessment. The exact template used by the SCDE to evaluate second-year teachers will be used to evaluate student teachers in the MAT degree program in Art Education. These assessments are the same as an instructional plan. At the end of each clinical experience and student teaching, the link to Live Text is sent to the cooperating teacher who evaluates the candidate using ADEPT and Individual Educator Rating Scale. This data is collected through Live Text and use for both candidate and programmatic evaluation. These assessments of candidates by cooperating teachers and college supervisors are required for candidates to move through the initial certification program including the proposed MAT degree program in Art Education. The data collected through these rubrics are collected through Live Text and utilized for program review and assessment internally and through meetings with student feedback groups and meetings with other liaison groups of teacher, public school administrators, and program completers.

An on-site visit took place on November 18-21, 2007. The NASAD team, during the exit interview, cited the program as having no areas of non-compliance with the five NASAD standards in the proposed curriculum. NASAD's five areas of standards are: general standards; desirable personal qualities, essential competencies, and recommended procedures; art competencies; professional procedures, and teaching competencies. *Students accepted into the MAT in Art Education Program must have an undergraduate degree in the content area or equivalent course work from a recognized school.*

The following chart lists courses in the art/design unit requirements within BA in Art Education curriculum that corresponds with the NASAD common body of knowledge and skills competencies.

TABLE 1

| NASAD Competencies for studio courses | Courses meeting competencies |
|--|-------------------------------------|
| Competence in basic studio skills | ART 111: 2-D Design |
| (Undergraduate art courses for admission in | ART 112: 3-D Design |

| | |
|---|---|
| the M.A.T. in Art Education). Competence in the common core of studio skills and general studies that will emphasize the artist-teacher in the M.A.T. in Art Education. | ART 113: Drawing I ART 120: Printmaking I ART 130: Ceramics ART 150: Sculpture I ART 170: Painting I |
| Competence in professional education dealing with learning of educational theories and strategies to the student's day-to-day experiences. | A minimum of 12 hours from the following: ART 500: Art for the Elementary School ART 501: Curriculum & Methods for Art Education ART 502: Contemporary Problems in Art Education ART 516: Art for the Secondary School ART 588: Multi-Cultural Art Education |
| Opportunities provided for various types of teaching and directed observation in art classrooms. | EDU 560: Introduction to Education ART 500L: Art for the Elementary School-Methods (50hrs.) ART 516L: Art for the Secondary School-Methods (50 hours of observation teaching) EDU 512h: Directed Student Teaching (12 weeks of directed teaching at 2 different locations & levels.) |
| Competence in relating understanding of artistic styles and principles to all major visual art media and related fields. | Advanced Study in Art History: Pre-History to Middle Ages ART 505: 19 th Century Art ART 506: Early 20 th Century Art Or ART 515: Women in Art |
| Competence as artist-teacher relating the areas of art history, aesthetics, and criticism. | Advanced Study in Art History: Pre-History to Middle Ages ART 505: 19 th Century Art ART 506: Early 20 th Century Art Or ART 515: Women in Art |
| Be afforded opportunities to exhibit their work and to experience and participate in critiques and discussions of their work and the work of others. | Exhibition art works for Graduate Art Studio is built in to graduate studio classes and a final exhibition of studio artwork required |

NASAD Areas of Standards

1. NASAD General Standards

Students will exhibit competence in basic studio skills by taking the required studio courses and will have developed competencies in professional education, as courses in the professional education component have practical context relating the learning of educational theories and strategies to the student's day-by-day artistic experiences.

Coursework will make available the opportunity for various types of teaching and 100 hours of directed observation throughout the period of study in the M.A.T. in Art Education

Program. Art History courses as well as general studies will contribute to their understanding of artistic styles and principles inherent in all major visual art media and to the related fields of music, creative writing, theatre and attitudes relating to human, personal considerations, and to social, economic, and cultural components that give individual communities their identities.

2. Desirable Personal Qualities, Essential Qualities, Essential Competencies, and Recommended Procedures: Personal Qualities

Desirable characteristics of the prospective art teacher are evaluated as professional attributes within the art education courses and field experience sequence. These competencies parallel the School of Education's conceptual framework of the five core dispositions that is the underlying foundation for effective teacher preparation program. The five core values are: 1) reflective teaching, 2) learner-centered instruction, 3) performance-based assessment, 4) commitment to diversity, and 5) professional responsibility. This framework establishes the preparation of reflective practitioners and professionals that serve the needs of schools in the state of South Carolina, particularly in the upstate. Upon admission to the art education program, teacher candidates create a teaching e-portfolio. The teaching e-portfolio parallels the NASAD's personal characteristics. Three assessment points (initial, pre-student teaching, exit) of the e-portfolio are completed on the teacher candidate throughout the art education program.

3. Art Competencies

To be admitted in the MAT Art Education Program, a prospective student must have a minimum of 15 hours in art or the equivalent. Essential art competencies are developed both in art coursework and in the application of knowledge and skills in field experiences.

M.A.T. teacher candidates gain competency through a broad range of studio and design experiences as the curriculum offers advanced levels of drawing, painting, sculpture, ceramics, and printmaking. During the art education methods classes, art education students create lessons using SMART board technology, digital images and digital documentation.

Art History:

A minimum of 3 hours in Advanced Art history, focusing on analytical methods and theories of criticism is required.

Advanced Work:

Teacher candidates are required to have at least three hours of advanced study in drawing. It is possible for a student to have six hours of advanced study in another studio area if the remaining studio elective is directed toward this end.

Technical Processes:

The technical processes germane to specific disciplines are covered within the various required classes. During the Art Education Methods classes art education students create lessons using SMART board technology, digital images, and digital documentation.

4. Professional Procedures:

All of the professional art education courses and directed field experiences are taught by a faculty member with 28 years experience in the public schools as an art teacher. The School of Education courses are taught by qualified education faculty.

There are many opportunities for the teacher candidate to engage in observation and discussion of teaching prior to formal entrance in the Art Education Program. In EDU 560: Introduction to Education and ART 501: School Art Curriculum and Methods, teacher candidates are required to complete observation and volunteer work in the school.

Supervised practicum work of 100 hours is expected of all art education students during their methods classes and education classes before they begin their student teaching. Teacher candidates are placed in multi-sites of various ethnic and social economic settings. During the directed student teaching phase, students will be placed in both elementary and secondary levels. Placements of student teachers are made in regard to ADEPT trained and exceptional programming.

Working through the School of Education, the art education students will be expected to create an e-portfolio that will be evaluated three times during the art education program. Data will be created using "Live Text" to capture the admission steps, track the progress through the program, and record the required test scores and graduate surveys. Part of "Live Text" will be the teacher candidate's e-portfolio. During the teacher candidate experience, the university supervisor will evaluate the teacher candidate at least six times during the 18 weeks using the ADEPT model. The cooperating teachers will also review the teacher candidate three times during each of the two site placements.

(See ADEPT Forms from "Live Text", Appendix II.)

5. Teaching Competencies

The artist-teacher must be able to connect an understanding of educational processes and structures. Below is a chart listing the NASAD Teaching Competencies and courses that meet these competencies.

TABLE 2

| NASAD Teaching Competencies essential to all prospective art teachers. | Courses meeting competencies |
|--|--|
| Understanding of child development and the identification and understanding of psychological principles of learning as they related to art education. | EDU 560: Introduction to Education PSY 580: Human Growth and Development ART 500: Art for the Elementary School ART 501: School Art Curriculum & Meth. ART 516: Art for the Secondary School |
| Understanding of the philosophical and social foundation underlying art in education and the ability to express a rationale personal attitudes and beliefs. | ART 500: Art for the Elementary School ART 501: School Art Curriculum & Meth. ART 516: Art for the Middle School |
| Ability to assess aptitudes, experiential backgrounds, and interests of individuals and groups of students and devise learning experiences to meet assessed needs. | ART 500: Art for the Elementary School ART 501: School Art Curriculum & Meth. ART 502: Contemporary Problems in Art Education ART 516: Art for the Secondary School |

| | |
|---|---|
| Knowledge of current methods and materials available in all fields and levels of art education. | ART 500: Art for the Elementary School ART 501: School Art Curriculum & Meth. ART 516: Art for the Secondary School |
| Basic understanding of the principles and methods of developing curricula and the short and long term instructional units that comprise them. | ART 500: Art for the Elementary School\ ART 501: School Art Curriculum & Meth. EDU 512h: Directed Student Teaching E-Portfolio checkpoints of ADEPT APS #1 & #2 in "Live Text" |
| The ability to accept, amend, or reject methods and materials based on personal assessment of specific teaching situations. | ART 500: Art for the Elementary School ART 501: School Art Curriculum & Methods ART 502: Contemporary Problems in Art Education ART 516: Art for the Secondary School EDU 512h: Directed Student Teaching <i>Capstone experience</i> E-Portfolio of ADEPT APS #3 in Live Text |
| Awareness of need for continuing study, self evaluation and professional growth. | E-Portfolio artifacts of all APS #1-10; Attendance at the SCAEA State Conference |

D. Planned evidence for meeting standards.

Goals for meeting standards #1-3 and the courses that meet the required learning outcomes are:

| Stage NASAD Standards | EDU 560 Intro. to Educa- tion | PSY 580 Human Growth & Develop- ment | ART 505, 506, or 515 Art History (min. 3 hrs) | ART 500 Art for Elem. | ART 516 Art for the Secondary School | ART 501 School Art Curr. & Methods | ART 588 Multi- Cultural Art Ed. | EDU 512h Directed Student Teaching |
|--|---|---|--|-----------------------------|---|--|--|---|
| Competence in Education Theories | 1 | 2 | | 2 | 2 | 3 | | 3 |
| Competence Artistic Dev. of Learners | | | | 2 | 2 | 3 | | 3 |
| Instructional Planning for the Classrm. | | 1 | 1 | 2 | 2 | 3 | 2 | 3 |
| Instructional Strategies for the Classrm | | 1 | 2 | 2 | 2 | 3 | 2 | 3 |
| Assessment of Instruction | | 1 | 1 | 2 | 2 | 3 | 2 | 3 |
| Working with Diverse Populations | | 1 | | 2 | 2 | 3 | 2 | 3 |
| Integration of Art | | 1 | | 2 | 2 | 3 | 2 | 3 |
| Competence in Artistic Styles | | | 2 | 2 | 2 | 3 | | 3 |

| | | | | | | | | |
|-------------------------------------|--|--|---|---|---|---|--|---|
| Competence as artist- teacher | | | 2 | 2 | 2 | 3 | | 3 |
|-------------------------------------|--|--|---|---|---|---|--|---|

E. Planned use of assessment results to improve candidate and program performance.

| | |
|--|--|
| Assessment Process | |
| Goal 1: M.A.T. in Art Education | Prepare students for teaching careers working with age groups from kindergarten through the twelfth grade in a variety of academic and professional venues. |
| Student Learning Outcomes | <p>1.1 The student will develop knowledge and demonstrate practices used in K-12 classrooms.</p> <p>1.2 The student will develop appropriate curriculum and teaching methods for studio, art history, and criticism.</p> <p>1.3 The student will discuss the philosophical and historical foundations of art education.</p> |
| Assessment Method | <p>1.1 The student will be assigned at least 100 hours of clinical observations and teaching in schools during the two methods classes.</p> <p>1.2 The student will create a portfolio of long-range plans, instructional units, and lesson plans on "Live Text".</p> <p>1.3 The student will be able to identify major historical events and theories in art education.</p> |
| Assessment Process | <p>1.1 The student will complete written documentation of classroom observations.</p> <p>1.2 The portfolio will follow the guidelines established in ADEPT and completed on "Live Text".</p> <p>1.3 The student will complete critical analysis of research in regard to art education.</p> |
| How will assessment results be used? | Based on the assessment of student portfolios and written documentation from clinical experiences, curriculum changes will be considered by the department faculty including reviewing programs at peer institutions and site visits to M.A.T. in Art Education program. |
| Goal 2: MAT. in Art Education | Prepare students for future technological changes and intellectual challenges through an integrated curriculum. |
| Student Learning Outcomes | <p>2.1 The student will learn the basic software in creating digital artwork and web-based designs.</p> <p>2.2 The student will use the internet as a research tool and a resource for the classroom.</p> <p>2.3 The student will create lessons that will use smart technology for the classroom.</p> |

| | |
|--|---|
| Assessment Method | <p>2.1 Students will complete various digital art projects that can be adapted to K-12 classrooms.</p> <p>2.2 Students will create a digital portfolio of lessons and resources that will be web-based.</p> <p>2.3 The student will create and compile lessons that use Smart technology as part of the ADEPT portfolio.</p> |
| Assessment Process | <p>2.1 projects will be completed as part of ART 500 and assessed by the faculty instructor.</p> <p>2.2 Projects will be completed as part of ART 501 and assessed by the faculty instructor.</p> <p>2.3 Projects will be completed as part of ART 516 and assessed by the faculty instructor.</p> |
| How will assessment results be used? | Based on the assessment of student projects incorporating art education technology, changes to the program could be made including: software upgrades, hardware upgrades, and reviewing peer institutions. |
| Goal 3: M.A.T. in Art Education | Expose students to the creative arts using teaching practices designed to foster a diverse approach to art education. |
| Student Learning Outcomes | <p>3.1 The student will develop a visual arts portfolio through the studio classes.</p> <p>3.2 The student will work with diverse populations of students during the clinical experiences.</p> <p>3.3 The student will teach visual arts lessons to various grade levels.</p> |
| Assessment Method | <p>3.1 A digital portfolio of artwork will be compiled that demonstrates competency in the various art media.</p> <p>3.2 Written documentation of clinical experiences will be completed during ART 500L and ART 516L.</p> <p>3.3 Supervised observations by the faculty instructor and cooperating teacher will be completed during ART 500L and ART 516L.</p> |
| Assessment Process | <p>3.1 Studio problems will be completed in the various studio classes and assessed by the faculty instructor.</p> <p>3.2 Written projects of the clinical will be assessed using a rubric and reviewed by the faculty instructor.</p> <p>3.3 Written observations by a trained observer will be completed and assessed by the faculty instructor.</p> |
| How will assessment results be used? | Based on assessment of student electronic portfolios, supervised observations and written documentation, changes to the program could be made including: changing field placements and reviewing peer institutions. |

F. FOR PROGRAM MODIFICATIONS ONLY: changes that have been made in program.

N/A

* Submit document in pdf format

**For programs that are not subject to accreditation by NCATE SPA Standards or to accreditation by another national and specialized and professional association, please contact the Officer of Educator Preparation, Support and Assessment at 803-734-4093.